DOCUMENT RESUME

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ABSTRACT

The selected bibliography of reading methods and problems contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1943 to 1971. (DB)

ED 072588

# READING METHODS AND PROBLEMS

A Selective Bibliography

**August, 1972**

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 613

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

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# The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

# How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

## How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

## How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

## How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

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## Sample Abstract Entry

Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Summary
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

## INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Reading Methods and Problems* from the Center's computer file of abstracts are listed alphabetically below:

*Basic Reading*
*Creative Reading*
*Critical Reading*
*Cloze Procedure*
*Developmental Reading*
*Early Reading*
*Functional Reading*
*Group Reading*
*Individualized Reading*
*Initial Teaching Alphabet*
*Oval Reading*
*Reading*
*Reading Ability*
*Reading Achievement*
*Reading Centers*
*Reading Clinics*
*Reading Comprehension*
*Reading Consultants*
*Reading Development*
*Reading Diagnosis*
*Reading Difficulty*
*Reading Failure*
*Reading Improvement*
*Reading Instruction*
*Reading Level*
*Reading Materials*
*Reading Process*
*Reading Programs*
*Reading Readiness*
*Reading Readiness Tests*
*Reading Research*
*Reading Skills*
*Reading Speed*
*Recreational Reading*
*Remedial Reading*
*Silent Reading*
*Story Reading*

## JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

*American Education*
*Educate*
*Education of the Visually Handicapped*
*Exceptional Children*
*Genetic Psychology Monographs*
*Journal of Educational Psychology*
*Journal of Learning Disabilities*
*Journal of Personality Assessment*
*Journal of School Psychology*
*National Elementary Principal*
*Reading Teacher*
*Research Bulletin*
*Teaching Exceptional Children*
*Volta Review*

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-III.

# ABSTRACTS

## ABSTRACT 10393

EC 01 0393 ED 013 002
Publ. Date 67
Delacato, Carl H.
**The Diagnosis and Treatment of Speech and Reading Problems.**
EDRS not available

Descriptors: exceptional child education; learning disabilities; communication (thought transfer); diagnostic tests; clinical diagnosis; neurological organization; neurologically handicapped; speech handicapped; dyslexia; minimally brain injured; neurology; neurological defects; children; adolescents; language handicaps; speech improvement; reading improvement; learning theories; lateral dominance

The basic thesis of the author is that the nervous system of man has evolved from a very simple to a very complex mechanism. Man has achieved cortical dominance wherin one side of the cortex controls the skills which separate man from other animals. This evolutionary process must be recapitulated ontogenetically or mobility and communication difficulties appear. To remedy the situation, those areas of neurological organization that are incomplete or absent must be taught to or imposed on the nervous system through adequate practice at the various levels of cortical development. The author discusses the phylogeny and ontogeny of neurological development. He relates neurological organization to brain injury and presents several diagnostic and treatment procedures for speech and reading problems. A 95-item bibliography is included. This document was published by Charles C Thomas, Publisher, Springfield, Illinois, and is available for $6.75. (RS)

## ABSTRACT 10521

EC 01 0521 ED 023 216
Publ. Date 68 91p.
Edgington, Ruth; And Others
**Helping Children with Reading Disability.**
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($1.00).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials; eye hand coordination; phonics; auditory training; writing; spelling; kinesthetic perception; dyslexia; instructional aids

Intended for parents helping their children with reading disabilities, the book describes specific activities in eight areas. The eight areas include general suggestions for the study period, hand and eye coordination activities, phonics training, ear training, reading, relaxation activities, muscle memory, writing, and spelling. Thirteen approaches to and methods of teaching are specified. The appendix lists instructional materials, including commercial work- and textbooks and programs, as well as other materials. Twenty-seven aids are also illustrated. (LE)

## ABSTRACT 11523

EC 01 1523 ED 029 425
Publ. Date 67 86p.
Trboyevich, Goldie, Comp. And Others
**A Bibliography: Easy Reading for Deaf Children.**
Tennessee University, Knoxville, Southern Regional Media Center For The Deaf
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-29-00235-0235

Descriptors: exceptional child education; aurally handicapped; annotated bibliographies; childrens books; reading materials; supplementary reading materials; fiction; reading level

An annotated bibliography of books for use by deaf children contains 312 selections. Selections are supplemental rather than basic, are designated as primary, intermediate, or advanced, include books published between 1960 and 1966, are marked E (easy) or F (fiction) or have Dewey classification numbers, and are marked for price. A title index and a subject index for nonfiction books are provided. (RJ)

## ABSTRACT 11699

EC 01 1699 ED 030 254
Publ. Date Dec 68 57p.
Restaino, Lillian C. R.
**Identification, Assessment and Prediction of Reading Competency in Deaf Children. Final Report.**
Lexington School For The Deaf, New York, New York
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-42-0000-6032
BR-6-1203

Descriptors: exceptional child research; aurally handicapped; reading ability; reading skills; reading difficulty; abstraction levels; memory; visual discrimination; serial ordering; linguistic competence; tests; visual perception; cognitive processes

To investigate the underlying factors of visual discrimination, memory, rule abstraction, language, and serial ordering in reading success, 79 poor and 65 good deaf readers were administered a battery of tests. Poor readers were deficient in lower-order visual discrimination and memory abilities; higher-order visual discrimination skills were important to success for good readers. Higher-order rule abstraction skills were important for continued progress by the relatively successful readers; however, lower-order rule abstraction was important to successful visual discrimination at initial levels of reading for poor readers as well. Successful rule abstraction was significant at all levels of reading; and visual discrimination (visual search and sequencing) was significant to the advanced reader for the processing of higher-level printed text. Implications were that rule abstraction is important at all levels of the reading process, visual discrimination activities at prereading and higher reading levels should be re-evaluated, and investigation is needed to determine sentence structures that are obstacles to progress beyond intermediate levels of reading. (Author/RJ)

## ABSTRACT 20240

EC 02 0240 ED N.A.
Publ. Date Apr 69 310p.
Strang, Ruth
**Diagnostic Teaching of Reading.**
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; reading; teaching methods; reading diagnosis; remedial reading; reading tests; interviews; case studies (education); reading instruction; diagnostic tests; classroom observation techniques; reading skills; diagnostic teaching; evaluation methods; learning disabilities; teacher role; oral reading; reading interests; dyslexia

Designed for a first course in the diagnosis of reading difficulties or for a major part of a comprehensive course in the teaching of reading, the text clarifies diagnostic theory, develops applications, and suggests specific ways to carry out the procedures described. Specific examples and cases illustrate the use of various diagnostic and remedial procedures at both elementary and secondary school levels. Excerpts from recorded interviews form the basis of a study of interview techniques. Discussions of group methods include the role of the teacher in diagnosis, observation in the classroom, oral reading as a diagnostic technique, introspective-retrospective reports, ascertaining interests, and the contribution of tests. Individual methods featured are physical factors in reading

diagnosis, reading tests administered individually, indicators of reading potential, interview techniques projective methods, and interpretation, synthesis, and treatment. Each chapter includes references and suggested readings. (LE)

## ABSTRACT 20379

EC 02 0379 ED N.A.
Publ. Date 67 168p.
Downing, John And Others
**The i.t.a. Symposium.**
National Foundation For Educational Research, London, England
EDRS not available
King, Thorne, And Stace, Ltd., School Road, Hove, Sussex, England.

Descriptors: reading research; initial teaching alphabet; spelling; English; reading instruction; handwriting; reading achievement; evaluation; research reviews (publications)

Presented is a report on research into the effects of simplifying and regularizing English orthography upon the learning of reading and writing. After presenting some historical background into the development of the initial teaching alphabet (i.t.a.), the first experiment was discussed and evaluated. Conclusions made on the basis of these results were that i.t.a. as an example of a transitional writing system for beginning reading and writing in English generally produced superior results in traditional orthography (t.o.) reading, and in t.o. spelling by the end of the third year of school; the success of i.t.a. in improving t.o. literacy skills occurred in spite of an important setback in the growth of these basic skills at the stage of transition from i.t.a. to t.o.; and the t.o. of English was a serious cause of difficulty in the early stages of learning to read and write. Tables, graphs, and professional evaluations are included. (PF)

## ABSTRACT 20598

EC 02 0598 ED 011 809
Publ. Date 66 63p.
Lambeth, Joanne
**What Optometry and Its Related Fields Have to Offer the Reading Teacher.**
Optometric Extension Program, Duncan, Oklahoma
EDRS mf,hc

Descriptors: exceptional child research; reading; teaching methods; low achievers; reading research; reading materials; reading programs; glossaries; lateral dominance; optometrists; perception; psychomotor skills; Duncan

Methods, procedures, and techniques for teaching reading, especially to low and nonachievers, which differ from traditional classroom practices are described in this paper and evaluated in terms of recent research in the area of reading. These methods are closely related to the field of optometry and are concerned with problems of lateral dominance, perceptual ability, and motor skills. References are provided for each method. A glossary of optometric terms and a bibliography are included. (RH)

## ABSTRACT 20600

EC 02 0600 ED 012 230
Publ. Date 66 81p.
Black, Millard H. And Others
**Teaching the Educable Mentally Retarded Child to Read.**
Los Angeles City Schools, California
EDRS mf,hc
LACS-DB-EC-106

Descriptors: exceptional child education; mentally handicapped; reading; teaching methods; curriculum; educable mentally handicapped; elementary grades; reading instruction; curriculum guides; reading programs; reading skills; learning activities; reading development; perceptual development; skill development; Los Angeles

An instructional bulletin designed to assist teachers of the educable mentally retarded child in the development of reading skills is divided into four sections: an introduction, a discussion of the developmental sequence necessary for effective reading instruction, suggestions for stimulating the development of those factors, and some procedures for effective reading instruction. An appendix presents activities for developing sensory perception and discrimination, for practicing the skills developed in specific reading lessons, and for independent practice or drill. (BK)

## ABSTRACT 20691

EC 02 0691 ED N.A.
Publ. Date Aug 69 349p.
Pitman, Sir James; St. John, John
**Alphabets and Reading; The Initial Teaching Alphabet.**
EDRS not available
Pitman Publishing Corporation, 6 East 43rd Street, New York, New York 10017 ($10.00).

Descriptors: exceptional child education; initial teaching alphabet; reading; dyslexia; reading processes; reading failure; spelling; language patterns; alphabets; research reviews (publications); teacher attitudes; remedial instruction; research needs; teaching methods

An interpretation of the psychological, linguistic, and conceptual processes involved in communication precedes discussions of the following: an analysis of teaching methods, an investigation of the shortcomings of the Roman alphabet and English spelling, and an exploration of the numerous teaching and reformed alphabets. The structure of the Initial Teaching Alphabet (i.t.a), its employment in teaching, a summary of the main i.t.a. research findings, and descriptions of teachers' experiences in using i.t.a. with remedial classes, the educationally retarded, and the partially sighted and deaf are discussed. The final chapter introduces world i.t.a. as a method of acquiring English as a second language. Appendixes include analyses of irregular spellings, comparative tables of reformed alphabets, a summary of the growth of i.t.a. in the United States, and a bibliography. (KN)

## ABSTRACT 20709

EC 02 0709 ED N.A.
Publ. Date 66 345p.
Gillingham, Anna; Stillman, Bessie W.
**Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship.**
EDRS not available
Educators Publishing Service, Inc., 301 Vassar Street, Cambridge, Massachusetts 02139.

Descriptors: exceptional child education; learning disabilities; language arts; reading; teaching methods; teaching guides; dyslexia; spelling; perceptually handicapped; handwriting; writing; dictionaries; case histories (education); phonics; phonetics; remedial instruction; auditory perception; visual perception

The challenge of specific disabilities is presented in case histories of nine children with reversals in visual or auditory memory of words or other material. After factors affecting student performance in remedial work are considered, equipment and materials are listed. The following areas are detailed: reading and spelling with phonetic words; words phonetic for reading but not for spelling; remedial training for upper grade and high school pupils; acquiring familiarity with sound symbols; expressing ideas in writing; certain spelling situations crystallized into rules; spelling generalizations based on phonics; handwriting; and dictionary technique. The appendix illustrates 27 drills. (DF)

## ABSTRACT 20831

EC 02 0831 ED 032 698
Publ. Date 69 81p.
Smith, Carl B. And Others
**Treating Reading Disabilities: The Specialist's Role.**
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; reading; remedial reading; reading difficulty; educational diagnosis; testing; reading tests; instructional materials; remedial teachers; tutoring; reading programs; personnel needs; classrooms; student evaluation; inservice teacher education; individualized instruction

One of four books directed to reading specialists, the text provides information on methods for identifying problems that can be efficiently treated in a remedial reading group and on methods for handling these problems. Consideration is given to the scope of the problem and to three categories of disabilities. Levels of diagnosis, types of tests, environmental factors, and the use of tests are discussed. Also discussed are the follow-

ing: selection of children, remedial classes, special equipment, and guidelines for effective programs; the role of the reading coordinator, tutoring, small group instruction, reteaching reading, a saturation program, junior high classes, working with parents, and full use of equipment; and the establishment of a remedial program, the extent of need, the establishment of objectives, personnel needs, the creation of facilities, purchase of material, schedules of treatment, regular evaluation, reports of results, and inservice programs. Appendixes include diagnostic and correctional procedures for specific reading skills and methods for individualizing instruction. (WW)

## ABSTRACT 20893

EC 02 0893 ED 020 593
Publ. Date 61 42p.
Smith, Edgar A., Comp.
**Devereux Readability Index.**
Devereux Foundation, Devon, Pennsylvania
EDRS not available
Devereux Foundation, Devon, Pennsylvania 19333.

Descriptors: exceptional child education; reading; booklists; reading material selection; readability; reading level; calculation; reading materials; evaluation techniques; evaluation methods; Devereux Schools

The readability of any book is determined by words and sentences which are used and which vary in difficulty from easy to hard. Presented here is a procedure by which teachers can determine the readability index of any book and translate the index to grade levels. The methods employed in the development of readability formulas and word lists are explained. A booklist of 139 books arranged by the Devereux Readability Index is included. Six tables and three figures present data, and a bibliography contains 18 references. (DF)

## ABSTRACT 21037

EC 02 1037 ED N.A.
Publ. Date 69 180p.
Wagner, Rudolph F.
**Teaching Phonics with Success.**
EDRS not available
Mafex Associates, Inc., Box 519, Johnstown, Pennsylvania 15907.

Descriptors: exceptional child education; aurally handicapped; speech handicapped; auditory training; phonics; reading instruction; instructional materials; speech therapy; teaching guides; learning activities; educational games

Written for professional as well as lay people, the manual explores the teaching of phonics from both a theoretical and practical standpoint. Introductory material includes an explanation of the nature, function, limitations, and scientific aspects of phonetics. Individual differences in children are treated as well as motivational factors in reading and phonetics. Auditory training is defined with attention to auditory and acoustic impressions and sound discrimination. Activities provided for giving auditory training are rhymes, jingles, singing, foreign words, and outdoor activities. Information is given on speech problems which might be encountered in the classroom, with suggestions for encouraging good speech. A large section of the manual is devoted to activities for teaching phonetics. Complete instructions and/or reference materials for all teaching activities are given. (JB)

## ABSTRACT 21100

EC 02 1100 ED 029 773
Publ. Date Apr 69 17p.
Klein, Isobel; Marsh, Helen R.
**Identification and Remediation of Perceptual Handicaps in Learning to Read. Final Report.**
Glen Cove School District, New York
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-1-7-078015-2986
BR-7-8015

Descriptors: exceptional child research; perception tests; perceptual development; reading achievement; reading diagnosis; reading improvement; reading research; retarded readers; visual perception; word recognition; remedial reading

Results of an investigation of the effects of perceptual training upon selected measures of reading achievement are reported. Subjects were 87 second-grade children of average intelligence who had evidenced reading difficulties as well as perceptual deficits. They were chosen from the Glen Cove, New York, school district on the basis of their performance on the following tests: the Lorge-Thorndike Intelligence Scale; the Wechsler Intelligence Scale for Children (WISC); the Stanford Reading Test, Word Recognition section; and the Frostig Developmental Test of Visual Perception. Subjects were divided into three matched groups: a group that received 25 minutes of perceptual training twice a week, a group that received traditional remediation for the same length of time, and a control group. An analysis of variance of the reading achievement scores showed no significant differences before treatment. A t-test revealed that the remedial reading group post-test scores were significantly higher (.05 level) than those of either the control group or the perceptual training group. An analysis of variance of the Frostig data showed no significant differences between the means of the three groups. No distinctive WISC subtest patterns for retarded (publications); reading instruction; reading research; research methodology

## ABSTRACT 21223

EC 02 1223 ED 011 494
Publ. Date 66 90p.
Russell, Earl V.; Thompson, Charles L.
**Establishing a Reading Center, A Handbook on Remedial and Corrective Reading Instruction.**
North Carolina Advancement School, Winston-Salem
EDRS mf,hc

Descriptors: exceptional child education; reading; administration; teaching methods; instructional materials; underachievers; student evaluation; grouping (instructional purposes); teaching techniques; educational finance; program administration; reading centers; reading instruction; reading improvement; remedial reading; reading tests; diagnostic tests; inservice teacher education; instructional aids; reading materials; concept teaching; North Carolina Advancement School; Winston-Salem

The methods and materials used by the North Carolina Advancement School for teaching remedial and corrective reading to underachieving eighth-grade boys are described. The authors believe the pattern of diagnosis, grouping, instruction, assessment, and regrouping is central to determining the causes of poor academic performance among students of normal or superior intelligence. Some of the areas discussed are principles of corrective and remedial instruction, suggestions on administrative procedure in establishing a reading center, diagnosis, grouping, what to teach, the lesson plan, special teaching techniques (such as allowing students to teach and purposely making mistakes), and the costs of a reading center. Appendixes provide information on reading achievement tests, basal reading series and additional reading materials, skills-grade level chart, special reading skills for each academic area, packaged materials, interest inventory equipment, sample lesson plans, the roles of the participants in a remedial reading program, and important books on reading instruction. (RH)

## ABSTRACT 21780

EC 02 1780 ED 035 159
Publ. Date 69 492p.
Wold, Robert M., Ed.
**Visual and Perceptual Aspects for the Achieving and Underachieving Child.**
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place N. E., Seattle, Washington 98105.

Descriptors: exceptional child education; visual perception; perceptually handicapped; learning disabilities; identification; underachievers; interdisciplinary approach; optometrists; dyslexia; eye hand coordination; eye movements; lateral dominance; drug therapy; teaching methods; perception tests; perceptual motor coordination

Twenty-five articles, grouped as either theory, interprofessional coordination and cooperation, or testing and remediation, consider perception and achievement. Discussions of the following topics are included: why children don't read better, the myth or reality of dyslexia, visual development, developmental test-

ing and training, the role of vision in achievement and learning disabilities, dyschriesopia, near binocular performance, dominance, interprofessional relationships, school vision programs, school screening, optometry, the role of the optometrist, and the role of the National Society for Vision and Perception Training. Also considered are the Winter Haven Program and the team approach, eye movements and eye-hand coordination, phrase reading, the perception of phrases, visual memory, the development of directionality and perception, the treatment of strephosymbolia, a perceptual motor program, perceptual training, drug therapy in minimal brain dysfunction, and disability terminology. (RJ)

## ABSTRACT 21906

EC 02 1906 ED N.A.
Publ. Date (68) 166p.
**Elwyn Institute Curriculum for the Mentally Handicapped: Reading.**
Elwyn Institute, Pennsylvania
EDRS not available
Elwyn Educational Materials Center, Elwyn Institute, Elwyn, Pennsylvania 19063.

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; instructional materials; reading; spelling; elementary grades; writing; kindergarten; Elwyn Institute (Elwyn, Pennsylvania)

The reading curriculum guide for the mentally handicapped used at the Elwyn Institute (Elwyn, Pennsylvania) presents in outline form curriculum areas, suggested teaching methods, and material. The primary section (kindergarten through second grade) covers auditory skills, visual skills, tactile skills, sense of smell, motor skills, integrating skills, language development, sight words, and phonetic analysis. The intermediate section (second and third grades) and the advanced section (third through fifth grades) each treat two areas: functional reading and the mechanics of reading. Separate sections present spelling and cursive writing. (MS)

## ABSTRACT 21960

EC 02 1960 ED 036 939
Publ. Date Jan 70 570p.
Harris, Albert J.
**How to Increase Reading Ability; A Guide to Developmental and Remedial Methods.**
EDRS not available
David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 ($8.50).

Descriptors: reading; reading instruction; teaching methods; reading diagnosis; remedial instruction; reading difficulty; remedial reading; reading readiness; dyslexia; individual needs; group instruction; student evaluation; learning disabilities; word recognition; reading comprehension; reading interests; reading speed

Intended for beginning students concerned with reading instruction as well as for graduate students, reading teachers, or remedial specialists, the text deals with the overall classroom program, methods for evaluating and diagnosing group and individual needs, and developmental and remedial teaching of specific skills. Chapters explore the following subjects: reading and reading disability, readiness, how children start to read, continuing reading growth, meeting individual needs, group instruction, evaluating performance, causes of reading disabilities, principles of remedial reading, developing word recognition skills, overcoming difficulties in word recognition, developing understanding, fostering reading interests and tastes, and improving reading rate. Appendixes include an alphabetical list of tests, a graded list of books for remedial reading, a list of publishers and addresses, and Stone's revision of the Dale List of 769 Easy Words. (RJ)

## ABSTRACT 22045

EC 02 2045 ED N.A.
Publ. Date 69 447p.
Kaluger, George; Kolson, Clifford J.
**Reading and Learning Disabilities.**
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; learning disabilities; reading difficulty; educational diagnosis; learning processes; remedial reading; remedial instruction; language skills; study skills

The detailed manual deals with diagnostic techniques and program suggestions for learning disabilities. Areas discussed are the reading and learning process, determinants of learning patterns, the nature of reading and learning disabilities, the learner and symptoms of disabilities, informal diagnosis of abilities, specific diagnosis of disabilities, and programing for teaching reading. Other topics considered are remediation of reading skills and tactile, aural-verbal, and visual skills, remediation of perceptual motor and cognitive abilities, severe learning disorders, understanding phonics, the visual approach to word recognition skills, comprehension and content areas, vocabulary building, and study skills and interest. (JM)

## ABSTRACT 22105

EC 02 2105 ED 035 529
Publ. Date (69) 51p.
Keed, James C. And Others
**Teaching Reading to Brain-Damaged Children: A Review.**
Tufts University, Medford, Massachusetts, School Of Medicine
EDRS mf,hc

Descriptors: exceptional child research; clinical diagnosis; educational diagnosis; etiology; exceptional child education; neurological defects; research reviews (publications); reading instruction; reading research; research methodology

The literature on teaching reading to brain-damaged children was reviewed for the period 1960 to 1970. Only nine articles represented experimental investigations of the problem. These articles were examined with respect to the adequacy of reporting information and data concerning the diagnosis of brain damage. The criteria for diagnosing brain damage were generally inadequate or nonexistent. There was little evidence to suggest that children with chronic neurological impairment at the level of the cerebral hemispheres require or benefit from teaching procedures which differ from those used for reading retardates without brain damage. Advantages and limitations of various neurological tests are discussed. Recommendations are made for standards to be followed in documenting brain damage in research studies on the teaching of reading to brain-damaged children. A bibliography is included. (Author/CM)

## ABSTRACT 22144

EC 02 2144 ED N.A.
Publ. Date 70 334p.
Singer, Harry, Ed.; Ruddell, Robert B., Ed.
**Theoretical Models and Processes of Reading.**
EDRS not available
International Reading Association, Six Tyre Avenue, Newark, Delaware 19711.

Descriptors: educational research; reading; reading processes; reading research; learning theories; models; reading speed; psycholinguistics; language development; cognitive processes

Papers included were presented at the annual convention of the International Reading Association in May, 1969. Topics deal with language acquisition and the reading process, modes of word recognition, models of perceptual processes in reading, affective factors in reading, reading as a cognitive function, and implications for teaching and research of some theoretical models of reading. Each of the above topics includes a paper reacting to it. Additional areas of concern are the substrata-factor theory of reading, a developmental model of speed of reading in grade three through six, a theory of language, speech, and writing, psycholinguistic implications for a systems of communication model, the psycholinguistic guessing game of reading, a reading competency model, the nature of reading, reading as an intentional behavior, and learning to read. (JM)

## ABSTRACT 22263

EC 02 2263 ED N.A.
Publ. Date 69 72p.
Smith, Carl B.
**Correcting Reading Problems in the Classroom. Target Series Book Four--The Classroom Teacher.**
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS not available

International Reading Association, 6 Tyre Avenue Newark, Delaware 19711.

Descriptors: exceptional child education; reading; reading difficulty; reading programs; program planning; remedial reading; reading diagnosis; classroom techniques; remedial instruction; teaching methods; learning disabilities

Designed to aid the classroom teacher in preventing and overcoming reading difficulties, the monograph discusses identification of skill deficiencies, treatment techniques, and classroom organization to achieve more effective treatment. Information is provided on the diagnosis of reading problems in the classroom. Methods of working with groups and individuals to correct reading problems are described. Classroom techniques for correcting specific problems are outlined. The appendixes include techniques for classroom diagnosis of reading problems. Other monographs in this series on reading disabilities are directed toward the principal, the reading specialist, and the administrator. (MS)

## ABSTRACT 22313

EC 02 2313 ED N.A.
Publ. Date 70 276p.
Durr, William K., Ed.
**Reading Difficulties: Diagnosis, Correction, and Remediation. Selected Convention Papers.**
International Reading Association, Newark, Delaware
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; conference reports; reading; remedial reading; reading difficulty; reading instruction; reading programs; reading research; informal reading inventory; disadvantaged youth; reading materials; summer programs; reading diagnosis; test validity; teaching methods; dyslexia

Papers selected from a convention of the International Reading Association are presented. Topics of the 28 papers include various factors associated with reading difficulties, informal diagnostic procedures, correction of reading problems in the classroom (including problems of the inner city schools), and remedial programs of the reading specialist. (MS)

## ABSTRACT 22559

EC 02 2559 ED N.A.
Publ. Date 43 349p.
Fernald, Grace M.
**Remedial Techniques in Basic School Subjects.**
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.

Descriptors: exceptional child education; reading difficulty; psychological studies; remedial instruction; remedial courses; emotional adjustment; reading instruction; spelling instruction; mathematics instruction; mentally handicapped; case studies (education); educational methods

The volume presents a report of psychological experiments in which the development of skills in basic school subjects was the main objective from which experiments a successful method of teaching non-readers was formulated. Included are discussions of the aims of clinical psychology and the clinic school which provided the setting for experimental work in formulating and testing remedial methods and the problems of emotional adjustment related to disabilities in the basic school skills. Described are methods of teaching reading including discussions of reading disabilities of varying degrees, application of remedial techniques to group work and elementary school education, results of work in the clinic school, and causal theories of reading disability. Also dealt with are the factors related to spelling disabilities and methods of teaching spelling, reasons for failure in arithmetic, a remedial procedure, and the application of remedial techniques to the mental defective. Specific case studies from the author's own work with reading disabilities are presented, and an appendix includes discussion of individual differences in imagery and the work of certain other investigators in reading disability. (JM)

## ABSTRACT 22890

EC 02 2890 ED N.A.
Publ. Date 69 184p.
Dechant, Emerald
**Linguistics, Phonics, and the Teaching of Reading.**
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($12.50).

Descriptors: exceptional child education; reading instruction; linguistics; phonics; reading processes; beginning reading; word recognition; auditory discrimination; visual discrimination; structural analysis; teaching techniques

Directed to the classroom teacher, the text guides the teacher in helping the pupil to develop a coding system, and suggests how the program of linguistic phonics can be organized in the classroom so that the pupil can learn to break the code. Topics discussed include an introduction to linguistic phonics; developing auditory and visual discrimination; teaching beginning and end consonant sounds, short-vowel sounds, consonant blends, speech consonants, long vowels, and structural-analysis; miscellanea of silent letters, and common sight words; and materials for teaching linguistic and phonic skills. The text shows how to teach the pupil to associate specific letters in words with specific sounds through experiencing the whole word in various structured contexts. There is no analysis of individual sounds as occurs in many phonic systems. (Author/GD)

## ABSTRACT 23093

EC 02 3093 ED N.A.
Publ. Date 68 48p.
Garten, Muriel Kathryn, Comp.
**A Resource Booklet of Instructional Materials: An Annotated Bibliography of Resources for the Teaching of Reading with Special Applicability to Students with Learning Disabilities.**
EDRS not available
Center For Educational Services And Research, 845 Fox Meadow Road, Yorktown Heights, New York 10598 ($3.00).

Descriptors: exceptional child education; instructional materials; reading; learning disabilities; annotated bibliographies; bibliographies; tests

Annotations are provided for instructional materials useful in teaching reading to children with learning disabilities, from the readiness level through senior high school. Test and measurement instruments are also cited and annotated as are professional resources. (JD)

## ABSTRACT 23380

EC 02 3380 ED 014 406
Publ. Date May 67 771p.
Blake, Kathryn And Others
**Learning of Basal Reading Skills by Mentally Handicapped and Non-Mentally Handicapped Pupils. Final Report.**
Georgia University, Athens
EDRS mf,hc
PROJ-5-0391
OEG-32-20-0450-1032

Descriptors: exceptional child research; mentally handicapped; gifted; reading; reading skills; reading achievement; cognitive processes; basic reading; elementary school students; phonetic analysis; structural analysis; language skills; reading comprehension; Scott Foresman New Basic Readers

The study was designed to investigate achievement in basal reading skills by mentally handicapped, intellectually normal, and superior pupils taught with the Scott, Foresman New Basic Readers Series at reading instructional levels 2, 3, 4, and 5. Procedures varied, but all children spent from 1 1/4 to 1 1/2 hours daily in basal reading activities. Subjects were 947 public school pupils. Twenty tests were developed to assess 50 basal reading skills. Hierarchical sequences of basal reading skills based on level of complexity were determined (in phonetic analysis, structural analysis, dictionary, word functions, and comprehension), and the intellectual process involved in learning each skill was identified (associative memory, conceptualization, verbal meaning, and reasoning). In the majority of skills, the mentally handicapped, normal, and superior groups did not differ in rate of acquisition during the seven-month instructional period. For a majority of skills within each group, there was a significant linear trend (indicating improvement in skill achievement from grades 2 to 5) in the means at each of the instructional levels.

Appendixes contain additional tables and figures, tests used, descriptions of skills, and statistical data. (TM)

## ABSTRACT 23461

EC 02 3461 ED 041 423
Publ. Date 70 136p.

Smith, Carl B. And Others
**Treating Reading Difficulties.**
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C.
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.50).

Descriptors: exceptional child education; reading difficulty; educational diagnosis; remedial instruction; administrator role; principals; teacher role; reading consultants; reading programs; educational methods

Introduced by a look at the general problem of reading difficulties, the text discusses the roles of the principal, teacher, specialist, and administrator in treating the problem. The principal's responsibility, identification, home and family influence, environmental improvement, evaluating reading skills, leadership, and case studies of successful programs are described. Also examined are primary learning difficulties and current approaches to the problem, establishing a clinic program, University Reading Clinics, and a sample book list for a reading clinic. Classroom techniques are suggested for diagnosing reading problems, correction in groups and individually, and correction of specific problems found by diagnosis. The role of the specialist is also established for the diagnosis and treatment of reading problems. Methods of handling reading disability within a school are presented, and procedures are illustrated for establishing a program and correcting specific reading skills. (JM)

## ABSTRACT 30059

EC 03 0059 ED N.A.
Publ. Date 70 60p.
Gott, Margaret E.; Wailes, James R.
**High Interest-Low Vocabulary Science Books: Reading Level Grades 1-4.**
EDRS not available
Bureau Of Educational Research, School Of Education, University Of Colorado, Boulder, Colorado 80302 ($1.00).

Descriptors: annotated bibliographies; childrens books; high interest low vocabulary books; sciences; grade 1; grade 2; grade 3; grade 4; remedial reading

Written for remedial reading and classroom teachers, the bibliography lists high interest low vocabulary science books. Brief annotations follow most of the listings which include author, title, publisher, date of publication or copyright, number of pages, price, and interest level. Most books listed were tested for readability. Books are listed by grade level (grades one through four) and subject. Included is a list of publishers and their addresses. (MS)

## ABSTRACT 30066

EC 03 0066 ED N.A.
Publ. Date 70 80p.
Chazan, Maurice, Ed.
**Reading Readiness.**
EDRS not available
Singleton Book Shop, College House, University College Of Swansea, Singleton Park, Swansea, Glamorganshire, Wales.

Descriptors: reading readiness; reading materials; instructional materials; elementary school students; evaluation; culturally disadvantaged; program descriptions; teaching methods; reading research; reading readiness tests

Lectures from a course on reading readiness at the University College of Swansea (Great Britain) during 1968-69 are compiled in this volume along with a research project report. Elizabeth J. Goodacre discusses the concept of reading readiness and Phillip Williams considers measurement of reading readiness. The relationship of cultural deprivation to reading readiness is discussed by Maurice Chazan. Assessing and promoting reading readiness in one elementary school is described by Mair E. Jones. The question of whether reading readiness can be hastened is treated by A.E. Tansley, and A.J. Evans discusses methods and materials for promoting reading readiness. C. H. Whittle reports a project which compared teacher estimates of reading readiness with results of a test of reading readiness. (MS)

## ABSTRACT 30136

EC 03 0136 ED N.A.
Publ. Date 69 87p.

**Sources of Reading Materials for the Visually Handicapped.**
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($1.00).

Descriptors: exceptional child services; visually handicapped; instructional materials; reading materials; library services; publications; large type materials; braille; talking books; directories

A series of 21 leaflets covers sources of reading materials for the visually handicapped. Included are lists of library and reference services, sources of various types of recreational and educational reading materials, and names and addresses of publishers. Sources for braille publications, large type publications, tapes, talking books, and braille music are all listed. (Author/JD)

## ABSTRACT 30329

EC 03 0329 ED N.A.
Publ. Date 67 260p.
Durbin, Mary Lou
**Teaching Techniques for Retarded and Pre-Reading Students.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield Illinois 62703 ($9.75).

Descriptors: exceptional child education; teaching methods; mentally handicapped; readiness (mental); reading readiness; culturally disadvantaged; instructional materials; early childhood; beginning reading; skill development

Designed to present teaching methods and materials to the teacher of disadvantaged, slow, or retarded prereading students, the text examines readiness needs for all children. The special needs of trainable and educable handicapped children, and of any child who has delayed readiness skills, are discussed. Readiness skill areas and specific readiness activities are suggested. Also included are parent contributions to readiness and activities designed primarily for disadvantaged and for mentally handicapped students. The use of audiovisual media to promote reading readiness is described, and research implications for the trainable child are presented. A list of instructional materials and sources is provided in the appendix. (RD)

## ABSTRACT 30430

EC 03 0430 ED 043 994
Publ. Date Jul 70 72p.
Litchfield, Ticknor B.
**A Program of Visual-Motor-Perceptual Training to Determine Its Effects upon Primary Level Children with Reading and Learning Deficiencies. Final Report.**
Ramapo Central School District No. 1, Suffern, New York
New York State Education Department, Albany, Division Of Research
EDRS mf,hc

Descriptors: exceptional child research; perceptually handicapped; visually handicapped; motor development; academic achievement; reading; perceptual motor development; psychomotor skills; eye hand coordination; perceptual development

The purpose of the project was to determine to what extent visual, motor, and perceptual training would improve the reading and general achievement of children with visual, motor, and perceptual deficiencies. Eighty first, second, and third graders, identified as having such handicaps by gross and fine screening instruments, were randomly divided into experimental and control groups. For 1/2 hour per day for six months, training exercises and activities were conducted in the following categories: ocular motor, movement skills, laterality and directionality, spatial judgments, eye-hand coordination, and visualization. Post-tests administered were the Fine Screening Instrument, Lorge-Thorndike IQ Test, Gates-McGinitie Reading Test, and Stanford Achievement Test. The IQ and Achievement Tests showed no gains of the experimental group over the control group. But the fine screening results showed more improvement in visual-motor-perceptual

functioning by the experimental group, and anecdotal records by classroom teachers reported progress by nearly all the experimental students. (KW)

## ABSTRACT 30453

EC 03 0453 ED N.A.
Publ. Date 70 176p.
Delacato, Carl H.
**A New Start for the Child with Reading Problems: A Manual for Parents.**
EDRS not available
David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 ($5.95).

Descriptors: exceptional child research; learning disabilities; reading difficulty; reading; neurological defects; neurology; reading diagnosis; remedial programs; Doman Delacato Method

The first half of the book recounts the author's interest in children with reading problems, his work with brain-injured children and the lessons learned from studying the brain, and how he learned to apply the knowledge gained to children with reading disabilities. His investigations concerning the development of the nervous system and its key influence on the ability to read are detailed. The second part of the book provides for parents a complete program for treating a child's reading problem at home. Included is a list for checking the child's history, directions for evaluating his development, and complete descriptions of each step in the treatment program. (KW)

## ABSTRACT 30470

EC 03 0470 ED N.A.
Publ. Date Nov 70 14p.
Cegelka, Patricia A.; Cegelka, Walter J.
**A Review of Research: Reading and the Educable Mentally Handicapped.**
EDRS not available
Exceptional Children; V37 N3 P187-200 Nov 1970

Descriptors: exceptional child research; educable mentally handicapped; reading; literature reviews; remedial programs; teaching methods; programed instruction

This paper reviews the literature dealing with the importance of reading to educable mentally handicapped (EMH) children, the characteristics of EMH children which influence the acquisition of reading skills, and current approaches to teaching reading to the mentally handicapped. The implications of this research to the teaching of reading are summarized. (Author)

## ABSTRACT 30512

EC 03 0512 ED 015 603
Publ. Date 66 132p.
Karlsen, Bjorn
**Teaching Beginning Reading to Hearing Impaired Children, Using a Visual Method and Teaching Machines. Final Report.**
Minnesota University, Minneapolis
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-7-33-0400-230
BR-1204
University Of Minnesota Bookstore, Minneapolis, Minnesota 55455.

Descriptors: exceptional child research; aurally handicapped; reading materials; teaching methods; beginning reading; teaching machines; programed instruction; reading instruction; programed materials; Honeywell University of Minnesota Teaching Device (HUMID)

To teach beginning reading to hearing impaired children through visual presentations, the project designed and built a teaching machine, generated programs, and tested the system (Honeywell University of Minnesota Teaching Device or HUMID. Programs incorporated various techniques and new approaches. To test one of the programs with deaf and hard of hearing children, a group of 10 first graders and a group of 9 and 10 year old students from a remedial class were taught 34 programs. Control groups were also formed. Results of a test on the concepts of the programs showed the first grade experimental group scored significantly better (at the .01 level) than its control group; the remedial experimental group scored better (not significantly) than its control group. On standardized tests the first grade experimental group approached a difference of statistical significance with scores higher than their control group, but no significant differences were found between the remedial experimental and control groups. Additional studies are reported. It was concluded that an automated system to teach reading non-orally can be developed and that teaching machines have a place in classrooms for the deaf. (MS)

## ABSTRACT 30527

EC 03 0527 ED N.A.
Publ. Date 68 76p.
Strang, Ruth
**Reading.**
EDRS not available
Dimensions Publishing Company, Box 4221, San Raphael, California 94903.

Descriptors: reading; instructional materials; beginning reading; reading materials; reading development; evaluation methods; teaching methods; parent role

As part of a series on early learning, this monograph treats beginning reading from birth to age eight. The development of reading is reviewed, theories of reading development are noted, and a hierarchy of reading development is presented. The evaluation of reading achievement is discussed. A number of approaches to teaching reading are described. Ways for parents to help are suggested. Also included are an annotated bibliography and a listing of instructional materials. (MS)

## ABSTRACT 30560

EC 03 0560 ED N.A.
Publ. Date 70 345p.
Harris, Albert J., Ed.
**Casebook on Reading Disability.**
EDRS not available
David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 ($7.95).

Descriptors: exceptional child education; learning disabilities; reading difficulty; reading diagnosis; remedial reading; case studies (education)

Sixteen case reports concern cases of reading disability and describe reading diagnosis and remedial help. Included are cases from full-time remedial schools, multi-disciplinary clinics, remedial reading clinics and centers, and medical settings. Appended is basic information about the psychological and educational tests mentioned in the reports. (KW)

## ABSTRACT 30668

EC 03 0668 ED N.A.
Publ. Date 70 201p.
Spache, George D.
**Good Reading for the Disadvantaged Reader: Multi-Ethnic Resources.**
EDRS not available
Garrard Publishing Company, 1607 North Market Street, Champaign, Illinois 61820 ($4.25).

Descriptors: culturally disadvantaged; disadvantaged youth; self concept; Mexican Americans; American Indians; Negroes; multicultural textbooks; reading materials; Puerto Ricans; audiovisual aids; migrants; minority groups; social sciences; Negro literature; Eskimos; illiterate adults; textbooks; urban environment; bibliographies; annotated bibliographies

Designed to alert teachers to books with which minority groups can identify, the text includes a range of attitudes on race and human relations. The importance of developing and building self concept and reading instruction and the disadvantaged are discussed. Books are listed for primary, intermediate, and secondary levels on the following topics: heritage of the Black American from Africa and other countries, American Heritage of the Black American, the Black American today, background and history of the American Indian, the American Indian today, the Eskimo and Alaska (all levels), inner city life, the Mexican American, and migrant workers. Also included are books on Orientals, Puerto Ricans, social science and science, reading improvement, art, music, literature, and human relations. Audiovisual and professional resources are listed as are materials for basic education of adult illiterates and school dropouts. Author and title indexes and publishers' addresses are provided. (RJ)

## ABSTRACT 30669

EC 03 0669 ED N.A.
Publ. Date 70 300p.
Spache, George D.
**Good Reading for Poor Readers.**
EDRS not available
Garrard Publishing Company, 1607

North Market Street, Champaign, Illinois 61820 ($4.25).

Descriptors: bibliographies; annotated bibliographies; bibliotherapy; reading materials; reading difficulty; readability

The text is an attempt to go beyond a general bibliography of good books by trying to point out factors which influence childrens' reactions to books. Topics discussed are the right book for the right child, choosing the right type of book, using books to help solve children's problems, and estimating readability. The following lists are provided: trade books useful with poor readers, adapted and simplified materials, textbooks, workbooks, games, magazines and newspapers, series books, book clubs, indexes and reading lists, programed materials, material on visual perception, and resources for teachers of the disadvantaged. An appendix includes the Spache Readability Formula, author and title indexes, and a publishers' directory. (RJ)

## ABSTRACT 30674

EC 03 0674 ED N.A.
Publ. Date 69 396p.
Engelmann, Siegfried
**Preventing Failure in the Primary Grades.**
EDRS not available
Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Descriptors: exceptional child education; teaching methods; teaching guides; teacher developed materials; basic skills; task analysis; reading skills; mathematics; class management; primary grades; prevention

Designed expressly for the teacher, the book details a catch-up program for the child seriously behind in basic reading and arithmetic skills. Causes of failure are discussed, and teaching and classroom management techniques are presented. Reading and arithmetic tasks, for the beginner and more advanced child, are described. The author emphasizes the fact that the tasks are designed for children who have not mastered the basic skills, whatever their age or work level. (CD)

## ABSTRACT 30742

EC 03 0742 ED N.A.
Publ. Date Oct 70 11p.
Bumstead, Richard
**Performance Contracting.**
EDRS not available
Educate; V3 N5 P15-9, 22-7 Oct 1970

Descriptors: teaching methods; remedial instruction; remedial mathematics; remedial reading; secondary school students; teaching machines; testing problems; performance contracting

The article criticizes a performance contracting project between Texarkana, Arkansas and Liberty-Eylau, Texas, and Doresett Educational Systems, Inc., which was to provide remedial instruction in math and reading for students in grades seven to 12 by means of teaching machines. Various aspects of the project are criticized including evaluation procedures, test material, student selection, and personnel. An experiment being conducted by the Office of Economic Opportunity to evaluate the technique of performance contracting is described. General criticisms of performance contracting are discussed. (MS)

## ABSTRACT 30754

EC 03 0754 ED N.A.
Publ. Date Mar 70 4p.
Lewis, Franklin D. And Others
**Reading Retardation: A Bi-Racial Comparison.**
EDRS not available
Journal Of Reading; V13 N6 P433-6 March 1970

Descriptors: reading difficulty; racial differences; reading ability; intelligence level; socioeconomic influences; family influence; motor development; reading skills; Caucasian race; Negroes

The study was conducted to evaluate the role of intelligence, socioeconomic status, family situation, motor proficiency, and other variables as factors in the reading difficulties of junior high school boys. Two reading groups (adequate and inadequate) were compared within each of two racial groups (Caucasian and Negro), with 25 boys in each of the four groups. Of the twenty-six variables tested, the two reading groups differed significantly on 20, and the racial groups differed significantly on 12. One interaction involved race and reading (comprehension). Data are given, but it is left to the reader to draw his own conclusions. (KW)

## ABSTRACT 30940

EC 03 0940 ED N.A.
Publ. Date May 70 267p.
Horn, Thomas D., Ed.
**Reading for the Disadvantaged: Problems of Linguistically Different Learners.**
EDRS not available
Harcourt, Brace And World, Inc., 757 Third Avenue, New York, New York 10017 ($4.50).

Descriptors: exceptional child education; disadvantaged youth; reading difficulty; linguistics; language role; reading comprehension; language research; disadvantaged groups; socioeconomic influences; Negroes; Spanish speaking; American Indians; teaching methods; reading

The first two parts of the book, Backgrounds and Language, present information on the social, economic, psychological, and linguistic aspects necessary for understanding reading problems of disadvantaged students. In addition to the impacts of social and economic backgrounds on school children, and the correlates with the school success and failure of economically disadvantaged, the social backgrounds of specific groups (whites, blacks, Spanish speakers, American Indians) are examined. Learning theories and intellectual development of the linguistically different are discussed, and the language characteristics of the four specific groups detailed. Part 3, Implications for Teachers, contains suggestions for making learning to read more successful and more meaningful at all grade levels. Also included are a summary of program implications, suggestions for further reading, and a brief review of research in progress. (KW)

## ABSTRACT 30944

EC 03 0944 ED N.A.
Publ. Date 70 301p.
Stauffer, Russell G.
**The Language-Experience Approach to the Teaching of Reading.**
EDRS not available
Harper And Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016.

Descriptors: reading skills; language development; phonics; language programs; elementary education; creative development; teaching methods; teaching guides; language experience approach

Designed for the elementary school teacher, the text provides a practical and detailed account of the Language-Experience Approach to reading instruction. Phonics is taught and applied intensively from the beginning, and the syntax and semantic skill of the children is used in a communication context to facilitate word recognition and retention. The development of critical reading-thinking skills are also discussed (group instruction with interaction and individualized instruction). Extensive reading is stressed as well as creative writing (to make writing, spelling and creating functional). Special uses of the Language-Experience Approach (special education children, clinical cases, adult illiterates) are also discussed. (CD)

## ABSTRACT 30994

EC 03 0994 ED N.A.
Publ. Date Nov 70
Hillerich, Robert L.
**Beginning Reading Program for Mexican American Children.**
EDRS not available
National Elementary Principal; V50 N2 P80-4 Nov 1970

Descriptors: disadvantaged groups; Mexican Americans; reading readiness; reading skills; language learning levels; cultural enrichment; program descriptions; Elementary and Secondary Education Act Title III

A Title III Elementary and Secondary Education Act (ESEA) project for Mexican American children is described. Experiment in Reading for Mexican American Students (ERMAS) focuses on the essential reading skills with experimental and language activities built in. The major goal is to provide the educational motivation, the skills and the social-cultural pride to help Mexican American children succeed in school. Test results have not yet been completed, however, the author feels significant gains have to be shown by the children (applying the

skills they learned in Spanish to read in English) to justify the program. (CD)

## ABSTRACT 31016

EC 03 1016 ED N.A.
Publ. Date Dec 70 11p.
Rex, Evelyn J.
**A Study of Basal Readers and Experimental Supplementary Instructional Materials for Teaching Primary Reading in Braille: Part I–An Analysis of Braille Features in Basal Readers.**
EDRS not available
Education Of The Visually Handicapped; V2 N4 P97-107 Dec 1970

Descriptors: exceptional child research; visually handicapped; reading materials; basic vocabulary; basic reading; braille; instructional materials; beginning reading; contractions

To provide useful information for reading teachers of young blind children using a basal reader series, Braille features in four basal reader series were analyzed. The aspect analyzed was the use of contractions in new vocabulary. The series involved were: Ginn Basic Readers, Curriculum Foundation Series, Sheldon Basic Reading Series, and Reading for Meaning Series. Vocabulary lists at seven reading levels were analyzed for appearance of contractions, which were classified in five Braille orthographic categories. Tables present data on initial use of contractions (87% of all contractions in Braille literary code were used, 60% introduced by end of first grade), rate of introduction, frequency of appearance, orthographic categories, and commonality of use. The four series were very similar in all aspects. Implications of the study for teachers of the blind with regard to use of basal readers as instructional materials are discussed. (KW)

## ABSTRACT 31045

EC 03 1045 ED N.A.
Publ. Date Aug 69 62p.
Cotler, Sheldon
**The Effects of Positive and Negative Reinforcement and Test Anxiety on the Reading Performance of Male Elementary School Children.**
EDRS not available
Genetic Psychology Monographs; V80 N1 P29-90 Aug 1969

Descriptors: elementary school students; reinforcement; psychological tests; anxiety; reading speed; performance factors

To evaluate the effects of positive and negative reinforcement and test anxiety on the performance of an academic task, six male elementary school groups were tested. Significant relationships between test anxiety and performance on a reading achievement test was noted. Results indicated that high anxious subjects read more slowly and inaccurately than low anxious subjects. However, the authors felt that the hypothesized interaction between anxiety levels and reinforcement conditions was unconfirmed. (CD)

## ABSTRACT 31107

EC 03 1107 ED N.A
Publ. Date 66 312p

Bereiter, Carl; Engelmann, Siegfried
**Teaching Disadvantaged Children in the Preschool.**
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($9.75).

Descriptors: exceptional child education; disadvantaged youth; preschool education; teaching methods; curriculum; educational objectives; compensatory education; language development; administration; mathematics; language instruction; music; reading readiness

Teaching methods and curricula for compensatory preschool education which have been or are being tried in about 14 different classes for disadvantaged children around the country are presented. The need for a new kind of preschool for disadvantaged children is indicated. Attention is given to cultural deprivation as language deprivation, academic objectives for the preschool and an approach to achieving them, management of the preschool, basic teaching strategies, and language as a teaching instrument. Specific teaching suggestions are included in the presentation of the following aspects of the preschool program: the beginning language program, advanced language, music, arithmetic, and the reading program. The emphasis, material covered, and teaching procedures for each of these program components are explained in detail. (KW)

## ABSTRACT 31148

EC 03 1148 ED N.A.
Publ. Date Dec 70 13p.
Cromer, Ward
**The Difference Model: A New Explanation for Some Reading Difficulties.**
Wellesley College, Massachusetts
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
Journal Of Educational Psychology; V61 N6 P471-83 Dec 1970

Descriptors: exceptional child research; reading difficulty; reading comprehension; reading tests; organization

Four models for accounting for reading difficulty were described: defect, deficit, disruption, and difference. Poor readers fitting two of these models, a difference group (assumed to read word-by-word) and a deficit group (assumed to have relatively inadequate vocabulary skills) were compared with each other and with good readers. The subjects were 64 male college freshmen and sophomores. As hypothesized, the difference group but not the deficit group read (comprehended) as well as good readers when material was presented in preorganized phrases. The results were interpreted as lending support to the notion that one source of comprehension difficulty can be attributed to a difference in the way some poor readers organize reading input. Implications for differential diagnosis, remediation, and research were discussed. (Author)

## ABSTRACT 31254

EC 03 1254 ED 046 170
Publ. Date Aug 70 151p.
Gladis, Sister Mary Paulette
**The Influence of Typewriting on Selected Language Arts Skills and Motor Development of the Educable Mentally Handicapped, Volume I. Final Report.**
North Dakota University, Grand Forks
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-0-70-1220(607)
BR-44-2199
Author's Doctoral Dissertation, University Of North Dakota.

Descriptors: exceptional child research; educable mentally handicapped; language arts; typewriting; motor development; language instruction; reading skills; vocabulary development; spelling; academic achievement; mentally handicapped

To determine the influence of typewriting on selected language arts skills and motor development of the educable mentally retarded (EMR), the study investigated the academic achievement of such students in reading, vocabulary, spelling, and in motor skill development resulting from the use of the typewriter and specially prepared typewriting materials. Control and experimental groups consisted of 30 EMR students each. For 8 weeks students were taught touch typewriting, then for 20 weeks received instruction in language arts skills in addition to regular reading lessons. The experimental group completed the programed exercises on electric typewriters, while the control group completed them by writing with pencil or pen. Pre- and posttests were administered. Adjusted mean scores of the experimental group were higher in reading, spelling, and in 10 of the 14 motor development subtests (in two of which statistical significance was attained). No significant differences in vocabulary performance were noted. Positive attitudes toward typewriting were observed to be strong. Appendixes are contained in Volume II (EC 03 1255). (KW)

## ABSTRACT 31255

EC 03 1255 ED 046 171
Publ. Date Aug 70 134p.
Gladis, Sister Mary Paulette

**The Influence of Typewriting on Selected Language Arts Skills and Motor Development of the Educable Mentally Handicapped, Volume II. Final Report.**

North Dakota University, Grand Forks
Office Of Education (DHEW), Washing-

ton, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-0-70-1220(607)
BR-44-2199

Descriptors: exceptional child research; educable mentally handicapped; language arts; typewriting; motor development; language instruction; reading skills; vocabulary development; spelling; academic achievement; mentally handicapped

The second of two volumes, the document contains the appendixes to a study which investigated the influence of typewriting on selected language arts skills and motor development of educable mentally retarded students. The academic achievement of such students in reading, vocabulary, spelling, and in motor skill development, after completing language arts progamed exercises on electric typewriters instead of by hand with pen or pencil, is recorded in Volume I (see EC 03 1254). The appendixes contain material on such topics as progress reports, participating schools, characteristics of subjects, typewriting materials, progress record forms, evaluation and case study forms, typewriting tests, raw data, case studies, and teachers' evaluations. (KW)

## ABSTRACT 31257

EC 03 1257 ED 046 173
Publ. Date Apr 69 37p.
Slick, Myrna H.
**Recreational Reading Materials for Special Education Students.**
EDRS mf,hc
Submitted By The Author In Partial Fulfillment For Masters Degree, University Of Pittsburgh.

Descriptors: exceptional child education; educable mentally handicapped; library services; reading materials; annotated bibliographies; leisure time; secondary schools; school services; recreational reading

The provision of recreational reading materials and programs for the special education student, defined for this study as the educable mentally retarded, is considered. The role and responsibility of the high school librarian in this area is defined, emphasizing cooperation with the special education classroom teachers. Methods which librarians can use to reach and interest the students in reading are discussed. Sources to help the librarian find appropriate available books are listed. The major section of the paper is an annotated list of suggested books to purchase for library use for special education students. The list is limited to recreational reading materials currently being published (at the time of writing). Recommended publishers to contact are also included. (KW)

## ABSTRACT 31394

EC 03 1394 ED 046 198
Publ. Date Sep 70 33p.
Levitt, Edith
**Higher-Order and Lower-Order Reading Responses of Mentally Retarded and Normal Children at the First-Grade Level. Interim Report.**

Columbia University, New York, New York, Teachers College

Bureau Of Education For The Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-2-7-070701-4249
BR-422001

Descriptors: exceptional child research; educable mentally handicapped; reading skills; reading processes; response mode; mentally handicapped; primary grades

To explore the reading strategies of normal and retarded children, based on higher and lower order reading responses, 26 educable mentally handicapped and 24 first graders (equated for reading achievement) were tested. It was hypothesized that normals would make more higher order reading responses than educables and educables would make more lower-order reading responses than normals. Data were based on errors and other responses during reading. Results were felt to confirm the hypothesis predicting the relationship between educables and low level responses and partially confirm the hypothesis of higher-level responses for normals. It was concluded that inculcation of efficient reading strategies is a legitimate educational goal for the mentally handicapped. (CD)

## ABSTRACT 31424

EC 03 1424 ED N.A.
Publ. Date 68 170p.
Schubert, Leland
**Handbook for Learning to Read Braille by Sight.**
EDRS not available
American Printing House For The Blind, P. O. Box 6085, Louisville, Kentucky 40206 ($3.85).

Descriptors: braille; study guides; sight vocabulary; reading; visual learning

The purpose of the handbook is to teach sighted persons to read braille by sight, not touch. For the most part, the book consists of descriptions of the various braille signs and what they mean. The material is divided into 30 chapters, which should be mastered in order by the student. At the end of most chapters is an exercise in braille. The answers for the translation exercise are found in the appendix. (KW)

## ABSTRACT 31450

EC 03 1450 ED N.A.
Publ. Date 68 53p.
Krebs, Bernard
**Braille in Brief.**
EDRS not available
American Printing House For The Blind, P. O. Box 6085, Louisville, Kentucky 40506.

Descriptors: exceptional child education; visually handicapped; reading materials; braille; Kreb's Braille in Brief

Kreb's Braille in Brief is designed as an accelerated course in braille reading. The plan and layout of the instructional material feature a number of devices to assist the instructor and the student (embossed ink print letters paired with their braille equivalents, and embossed box used to enclose the contractions and their meanings, and a section of simplified rules and the complete chart of braille characters and contractions). In programing the lessons, the orderly introduction of the alphabet has been discarded in order to present the contrast between characters and to permit the early presentation of characters. A line for line presentation of braille lesson material is given in print on the left side of the page. The teacher's guide for the manual is available as EC 031 451. (CD)

## ABSTRACT 31455

EC 03 1455 ED N.A.
Publ. Date 71 64p.
Fay, Leo, Comp.
**Organization and Administration of School Reading Programs.**
Eric Clearinghouse On Retrieval Of Information And Evaluation On Reading, Bloomington, Indiana;
International Reading Association, Newark, Delaware
Office Of Education (DHEW), Washington, D. C.
EDRS not available
International Reading Association, Six Tyre Avenue, Newark, Delaware 19711.

Descriptors: reading; administrative organization; administration; educational research; annotated bibliographies; educational programs; research reviews (publications); administrative policy; class organization; school services; teaching methods

One of the bibliographies in the Reading Research Profiles series, the document contains an annotated list of references to research literature on the role of school organization and administration in reading programs. The citations for research reports are divided into four general categories: the effects of various types of school organization on reading, specific means of ordering instruction within a classroom, administrative and supervisory policies (which determine such factors as class and curriculum scheduling, enrollment, grading, teacher qualification and supervision), and organization and administration of special school programs and services for specific age and ability groups (including summer school and correspondence programs). (KW)

## ABSTRACT 31462

EC 03 1462 ED N.A.
Publ. Date 70 318p.
Holt, John
**What Do I Do Monday?**
EDRS not available
E. P. Dutton And Company, Inc., 201 Park Avenue South, New York, New York 10003 ($6.95).

Descriptors: educational philosophy; educational needs; theories; teaching

guides; writing skills; reading skills; mathematics; Holt, John

The book combines John Holt's theories of education with practical, easy to use ideas and exercises in reading, writing and mathematics. The idea of learning as a growth process, a moving and expanding of the child into the world around him is emphasized. By setting out the conditions necessary for learning, the author expresses the hope that needed changes will begin to be made in the schools and school system. (CD)

## ABSTRACT 31495

EC 03 1495 ED N.A.
Publ. Date Feb 71 9p.
Johnson, Dale D.
**The Dolch List Reexamined.**
EDRS not available
Reading Teacher; V24 N5 P449-57 Feb 1971

Descriptors: word frequency; basic vocabulary; word lists; vocabulary; basic reading; language research

The author examines the Dolch Basic Sight Word List, 220 English words, which has been the basis for vocabulary selection in many basal reading series and as a testing device for reading group placement. The compilation of the Dolch list, based on studies done in the 1920's, is described. The author contends that it has outlived its usefulness and that a more adequate substitute is available. The Computational Analysis of Present-Day American English, published in 1967 by Henry Kucera and W. Nelson Francis, a rank ordering of 50,406 words based on frequency of usage in printed materials, is described. In comparing the Dolch list to the computational analysis, it is noted that 82 words or 37% of the Dolch list's 220 words are not among the 220 most frequently occurring words in the Kucera and Francis list. Four word lists are presented: the above-mentioned 82 Dolch list words, the 82 words among the top 220 Kucera-Francis words not on the Dolch list, the 220 Dolch words in rank order (also indicating Kucera-Francis rank order and number of occurrences), and the 220 most frequent Kucera-Francis words in rank order (also indicating total occurrences in the study). (KW)

## ABSTRACT 31499

EC 03 1499 ED N.A.
Publ. Date 69 136p.
**Library Services to the Exceptional Child.**
American Library Association, Chicago, Illinois
EDRS not available
Children's Services Division, American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($2.00).

Descriptors: exceptional child services; handicapped children; library services; annotated bibliographies; libraries; reading materials; demonstration projects; bibliotherapy

The packet of information contains 12 pamphlets dealing with library services and facilities for exceptional children. Included are the report and descriptions of a demonstration project to expand library services for mentally retarded, socially maladjusted, and other handicapped children at the Public Library of Cincinnati and Hamilton County, and other materials compiled by the Exceptional Children's Division of that library. These consist of a description of services, and annotated lists of books for deaf and hard of hearing children in the primary and intermediate grades, for mentally retarded children, for use in discussion with socially maladjusted boys and with similar girls ages 12-15 years, for youth and workers with delinquent-prone youth, for children with problems of hostility and/or parent relationships, for troubled children who need to develop less damaging and more positive self-images, and for potential dropouts who might be motivated and encouraged by reading dramatizations of individual aspiration. Information is also provided on a film helpful in defining the need for good library service for handicapped children. (KW)

## ABSTRACT 31505

EC 03 1505 ED 046 435
Publ. Date 71 14p.
Bursuk, Laura Z.
**Sensory Mode of Lesson Presentation as a Factor in the Reading Comprehension Improvement of Adolescent Retarded Readers.**
New York University, New York, York College
EDRS mf,hc
Research Paper Presented At The Annual Convention Of The American Educational Research Association (New York, New York, February, 1971).

Descriptors: exceptional child research; reading difficulty; teaching methods; remedial instruction; sensory integration; adolescents; reading comprehension

To compare the effectiveness of an experimental correlated, combined aural-visual remedial reading instructional approach with that of a conventional, predominantly visual approach, 90 adolescent retarded readers (age 14 to 16 years, IQ 92 to 114, reading grade levels 7 to 9) were classified according to their sensory modality learning preferences and were exposed to the two remedial techniques three times a week for one semester. Results were that pupils in the experimental group receiving combined aural-visual instruction showed significantly greater growth in reading than did the pupils in the control group receiving predominantly visual instruction. There was also a significant interaction between pupils' sensory modality learning preferences and the relative effectiveness of the sensory teaching approach used. The experimental approach appeared to be more effective with auditory learners and learners with no sensory modality learning preference, while the control approach was more effective with visual learners. (RD)

## ABSTRACT 31516

EC 03 1516 ED N.A.
Publ. Date 63 72p.
Tudyman, Al; Groelle, Marvin C.
**A Functional Basic Word List for Special Pupils.**
EDRS not available
Stanwix House, Inc., 3020 Chartiers Avenue, Pittsburgh, Pennsylvania 15204 ($1.50).

Descriptors: exceptional child education; functional reading; vocabulary development; mentally handicapped; learning disabilities; slow learners; reading difficulty; reading materials

Accompanied with a guide for teachers, the functional basic word list contains 2,483 words selected according to the needs of slow learning, mentally handicapped, or learning disabled children. The complete list is presented alphabetically in three major categories of elementary, intermediate, and advanced levels, and is also combined in one entire alphabetical listing. Special lists of common abbreviations, common signs, and employment words are also included. (RD)

## ABSTRACT 31579

EC 03 1579 ED N.A.
Publ. Date Feb 71 5p.
Balow, Bruce And Others
**Reading Comprehension Skills Among Hearing Impaired Adolescents.**
EDRS not available
Volta Review; V73 N2 P113-9 Feb 1971

Descriptors: exceptional child research; aurally handicapped; reading comprehension; reading tests; reading skills; adolescents; time factors (learning); testing; New Developmental Reading Test; Metropolitan Reading Test

One hundred fifty-seven hearing impaired adolescents in Minnesota who attend residential schools or special day school programs for the hearing impaired were given two reading tests to determine their reading levels--the New Developmental Reading Test (NDRT) and the Metropolitan Reading Test (MRT). Comparisons made between scores of various age groups, ranging from age 13 to age 21 years, showed only limited improvement in the mean scores. Comparisons are made between scores obtained under standard time limits and under unlimited time conditions, and between literal reading comprehension skills and interpretive reading comprehension skills. The Literal Comprehension mean grade equivalent score was almost one full grade higher than the Creative Comprehension mean. Even unlimited time did not raise the inferential-interpretive reading ability to the level of the reading for specific factual information. On the NDRT, timed and unlimited scores on Creative Comprehension tests show little difference, but extended time improved the

Literal Comprehension scores. Scores of the small group of mildly hearing impaired students were more than one grade above the same test means of the total sample. Good agreement was found between the mean vocabulary scores on the NDRT and MRT, but a higher mean score for General Comprehension is shown on the NDRT. (Author/KW)

## ABSTRACT 31658

EC 03 1658 ED N.A.
Publ. Date 67 189p.
Delacato, Carl H.
**Neurological Organization and Reading.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($7.50).

Descriptors: exceptional child research; learning disabilities; reading difficulty; neurologically handicapped; neurological defects; theories; research projects

The concept of neurological organization as the basis of reading problems is proposed, including the proposition that language problems can be diagnosed and treated through the assessment and modification of neurological organization. An overview of the concept of neurological organization and its basic premises touches upon phylogenetics, ontogeny, diagnosis, treatment, etiology, and prevention. Following this summarization, the concept is subjected first to philosophic and then to scientific scrutiny. The philosophic evaluation includes an attempt to relate the concept to past ideas on the human nervous system and reading. The scientific appraisal consists of the presntation of reports on 10 controlled statistical studies which tested the Neurological Organization theory. The studies are presented without comment by the author. (KW)

## ABSTRACT 31703

EC 03 1703 ED N.A.
Publ. Date 70 212p.
Otto, Wayne; Smith, Richard J.
**Administering the School Reading Program.**
EDRS not available
Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107 ($3.95).

Descriptors: reading; administration; educational programs; administrator role; inservice teacher education; public relations; personnel selection

Intended to be particularly useful to superintendents, principals, curriculum specialists, reading consultants, and other school personnel involved in administrative decisions regarding the reading program, the volume focuses upon the administrative acts necessary for the creation, guidance, and/or improvement of a balanced school-wide reading program. Part 1, presenting an overview of the reading program, provides background information on the reading act and the reader. Covered are reading ability, types of instruction, foundations of reading development, the development of reading maturity, and the relationship of reading to the other language arts. Part 2 discusses aspects of a school program that need consideration if improved reading instruction is sought. Examined are practical concerns such as time schedule, materials, evaluation, and a professional library; a public relations program to disseminate information, provide services, and answer questions; specialized reading personnel selection; and the operation and function of inservice education in the improvement of reading instruction. Seventeen inservice programs, successful in improving instructional practices of primary through senior high school teachers are described and offered as models. (KW)

## ABSTRACT 31724

EC 03 1724 ED N.A.
Publ. Date Mar 71 4p.
Black, F. William
**An Investigation of Intelligence as a Causal Factor in Reading Problems.**
EDRS not available
Journal Of Learning Disabilities; V4 N3 P139-42 Mar 1971

Descriptors: exceptional child research; learning disabilities; reading difficulty; intelligence quotient

To investigate the effect of intelligence on the level of reading achievement of elementary school children with significant reading problems, 100 consecutive referrals to a hospital psychology department were evaluated psychometrically. The statistical procedures used indicated a lack of significant effect of intelligence on level of reading retardation within this sample of children. The study suggests that factors other than WISC Full Scale intelligence must play a significant role in reading problems. (Author)

## ABSTRACT 31755

EC 03 1755 ED N.A.
Publ. Date Feb 71 12p.
Stavrianos, Bertha K.
**Can Projective Test Measures Aid in the Detection and Differential Diagnosis of Reading Deficit?**
EDRS not available
Journal of Personality Assessment; V35 N1 P80-91 Feb 1971

Descriptors: exceptional child research; learning disabilities; reading difficulty; projective tests; identification; reading diagnosis; psychological characteristics

Comparison of Bender, House-Tree-Person, and Rorschach measures for good readers and three types of poor readers among preadolescent boys indicated that high organic, constricted scores and immature Rorschach patterns characterized poor readers. Lower organic scores and expansive reactions suggested emotional deficit. Withdrawn, constricted, dependent patterns and high F- suggested specific deficit. Combined scores identified deficit and differentiated between emotional and specific deficit for 98%, and between organic and non-organic deficit for 90% of cases. Projective tests can aid in diagnosis of reading deficit. (Author)

## ABSTRACT 31883

EC 03 1883 ED N.A.
Publ. Date 70 112p.
Love, Harold D.
**Parents Diagnose and Correct Reading Problems.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($6.00).

Descriptors: exceptional child education; learning disabilities; reading difficulty; parent role; parent education; reading diagnosis; reading tests; reading skills

Addressed to parents of children with reading difficulties, the text states the belief that parents can diagnose and correct their children's reading problems. Beginning with an introductory chapter on what the parent should be aware of when approaching such a problem, the manual discusses such topics as an informal reading inventory for parents, reading readiness and readiness tests, child development, causes of reading problems, word recognition and comprehension, the child's interest and taste in reading, study skills, oral and silent reading, learning disabilities, and parental assistance to the gifted. Activities are suggested throughout the text for each area of concern. (CD)

## ABSTRACT 31917

EC 03 1917 ED 047 483
Publ. Date Sep 70 129p.
Kohen-Raz, Reuven
**Impairment and Training of Static Balance Ability in Educationally Handicapped Children. Final Report.**
Stanford University, California, School of Medicine
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-70-1263(607)

Descriptors: exceptional child research; educationally disadvantaged; perceptual motor learning; learning disabilities; reading difficulty; perceptual development; balance training

A sample of 247 educationally handicapped (EH) children at ages 6-10 was investigated to determine the role of static balance impairment in learning disabilities and the possibility of improving reading through balance training. Significant correlations between balance ability and reading level were found in only about 40% of the sample, indicating that learning difficulties of EH children may be categorized into balance related and balance unrelated. Three experimental subsamples were given a short term, structured, and programed balance training of equal duration (6 weeks), starting at different dates. One subgroup under the age of 9 and of average intelligence showed significant increase in reading

ability after training when compared to controls matched for IQ, age, sex, father's occupation and balance ability. No experimental effects were apparent in the other two E-groups with higher age and lower intelligence. Nonreaders who also manifested low static balance ability did not improve in equilibrium control nor in reading in spite of intensified balance training of 12 weeks. Trainability in balance was significantly correlated with Performance IQ and reading level prior to the training. Length of stay in EH class correlated positively with reading in those experimentals whose reading improved after balance training. (Author)

## ABSTRACT 31930

EC 03 1930 ED 048 693
Publ. Date Apr 71 343p.
**The Academic Underachiever.**

Porter Sargent, Publisher, Boston, Massachusetts
EDRS not available
Porter Sargent, Publisher, 11 Beacon Street, Boston, Massachusetts 02108 ($5.95).

Descriptors: exceptional child education; underachievers; learning disabilities; directories; educational facilities; educational programs; private schools; clinics; reading clinics

The handbook classifies and describes over 700 programs and services for students who, due to behavioral, motivational, or organic impairments, are considered underachievers in the regular educational system. Listed by state are private schools which are primarily academic in nature; schools which are more specialized to treat and educate children with learning disabilities, whether of organic origin or related to behavioral factors; free or alternative educational programs; clinical facilities involved in the diagnosis of learning disabilities; and more specialized clinics offering both diagnosis and instruction, such as reading clinics. Additional listings include a classification of facilities by special features (such as boarding, coed, milieu therapy, therapeutic arts and crafts, full time psychiatric personnel, summer session, vocational training, and others), and a brief list of agencies and organizations as possible sources for further information. (KW)

## ABSTRACT 31950

EC 03 1950 ED N.A.
Publ. Date Mar 71 7p.
Rex, Evelyn J.

**A Study of Basal Readers and Experimental Supplementary Instructional Materials for Teaching Primary Reading in Braille. Part II: Instructional Materials for Teaching Reading in Braille.**
EDRS not available
Education of the Visually Handicapped; V3 N1 P1-7 Mar 1971

Descriptors: exceptional child education; visually handicapped; instructional materials; basic reading; braille; reading materials; basal readers

The article presents part II of a two part series on basal readers and instructional materials for teaching primary reading in braille. Part I discussed the findings of an analysis of braille features in basal readers. The second part is concerned with the application of the results of the analysis. The development of experimental materials with the thought that they could become the basis of a more extensive set of materials intended for blind children is described, and a pilot study of the materials to test their effectiveness is reported. Suggestions are made for further use of the results of the analysis such as in early reading instruction, remedial instructional materials, transition from print to braille, word recognition, phonic instruction, and basal readers as instructional material. (CD)

## ABSTRACT 32009

EC 03 2009 ED N.A.
Publ. Date 69 329p.
Cohen, S. Alan
**Teach Them All to Read.**
EDRS not available
Random House, 201 East 50th Street, New York, New York 10022 ($5.95).

Descriptors: exceptional child education; disadvantaged youth; reading; teaching methods; reading materials; reading diagnosis; reading readiness; instructional materials; visual perception

Directed toward teachers of reading and teachers of the disadvantaged, the source book concerns theory, methods, and materials for teaching the disadvantaged to read and is based on methods and materials used by the author in experimental programs in various educational projects. The importance of classroom instructional methods, rather than environment, in making the difference in the reading ability of disadvantaged students is emphasized. A discussion of the diagnosis of reading disabilities includes suggestions on how to use and how not to use tests. Perceptual dysfunctions in disadvantaged children are pointed out, and specific methods and materials to prevent or remediate such problems are presented. Learning readiness and reading readiness are differentiated, and the teaching of each examined. Suggestions for effective teaching are based on an information theory model, a syndrome of needs theory, and redefinitions of intelligence and reading. The role of preschool, reading in elementary schools, skills centers, and reading in content areas are also covered. Appended are evaluations of some educational materials for teaching reading, including various kinds of print and audiovisual materials. (KW)

## ABSTRACT 32010

EC 03 2010 ED N.A.
Publ. Date 69 51p.
Farr, Roger; Anastasiow, Nicholas
**Tests of Reading Readiness and Achievement: A Review and Evaluation.**
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711 ($2.00).

Descriptors: reading tests; reading readiness; achievement tests; test evaluation; test reliability; test validity

Reading readiness and achievement tests are reviewed to assist teachers and administrators with the task of selecting and interpreting such tests. Evaluations point out the limitations and the strengths of specific tests and accompanying manuals. Provided are evaluations of subtest and items (covering such items as purpose, scoring ease, clarity of directions, design, readability, and others) and detailed evaluations of reliability and validity, in addition to basic factual information regarding the test. Following a discussion on the criteria for reviewing tests, the following reading readiness tests are reviewed: Gates-MacGinitie Readiness Skills Test, Harrison-Stroud Reading Readiness Profile, Lee-Clark Reading Readiness Test, Metropolitan Readiness Test, and Murphy-Durrell Reading Readiness Analysis. Achievement tests evaluated are the California Reading Tests, Gates-MacGinitie Reading Tests, Iowa Silent Reading Test, Metropolitan Achievement Tests--Reading, and Stanford Achievement Tests--Reading. Appended tables summarize test characteristics for quick reference. (KW)

## ABSTRACT 32171

EC 03 2171 ED N.A.
Publ. Date May 71 188p.
Berridge, Wayne E.; Siedow, Mary D.
**Guide to Materials for Reading Instruction.**
Indiana University, Bloomington, ERIC Clearinghouse On Reading
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS not available
ERIC/CRIER, 200 Pine Hall, School of Education, Indiana University, Bloomington, Indiana 47401.

Descriptors: reading materials; resource guides; textbooks; workbooks; instructional materials; audiovisual aids

The guide is designed to present to teachers and other educational planners a comprehensive list of alternative reading materials available to meet a given instructional need. Entries are organized by publishers, who appear in alphabetical order. Materials are divided into two major categories for each publisher: basal and nonbasal. Basal programs are organized into a developmental sequence, proceeding from readiness material through the various reading levels. Nonbasal materials are organized by type and, within types, by grade level. Indicated for each entry are the type of material (reader, workbook, supplementary reader, enrichment reader, audiovisual aid, visual aid, audio aid, teacher resource, boxed developmental materials, or teaching machine), grade level (reading difficulty and interest level), set-

ting of material (local environment, urban setting, or literary), skills development, and type of binding. Three specialized indexes, which sort interest levels into grade levels and skills into grade and interest levels, are included to provide access to specific types of materials sought. For example, materials of a high school interest level with a sixth grade reading difficulty level could be located through one of the indexes. (KW)

## ABSTRACT 32177

EC 03 2177 ED N.A.
Publ. Date May 71 9p.
Stanchfield, Jo M.
**Development of Pre-Reading Skills in an Experimental Kindergarten Program.**
EDRS not available
Reading Teacher; V24 N8 P699-707 May 1971

Descriptors: early childhood education; reading readiness; research design; reading skills; preschool evaluation; kindergarten children

The study was designed to determine whether children taught prereading skills, such as listening for comprehension of content, auditory discrimination, visual discrimination, oral language, motor-perceptual, sound symbol, and correspondence skills, in a structured program would attain significantly higher scores on a standardized test of reading readiness than those children not involved in such a program. Seventeen experimental classes and a corresponding control group were selected from a cross section of socioeconomic levels. A three way analysis of variance was performed using sex, experimental control and ethnic group. It was shown that the experimental groups achieved significantly higher scores; the girls as a group performed better than the boys; and the other white (not Mexican American) group achieved significantly higher scores than the Mexican American and the black groups. Interaction between the groups was not found to be significant. Researchers concluded that kindergarten children taught in a structured sequential program achieve more than those in the regular classroom. (CD)

## ABSTRACT 32215

EC 03 2215 ED 050 501
Publ. Date 71 25p.
Santin, Sylvia E.
**Report of an Experiment in the Teaching of Reading to Adolescent Trainable Retarded.**
Guelph University, Ontario, Canada, Center for Educational Disabilities
Ontario Association for the Mentally Retarded, Toronto, Canada
EDRS mf,hc

Descriptors: exceptional child research; trainable mentally handicapped; reading readiness; phonics; mentally handicapped, reading; adolescents; programed instruction; protective vocabulary

An experiment to teach the adolescent trainable mentally handicapped child to read was conducted in four schools for the trainable mentally handicapped. Six to eight children were selected from each school to make up a reading class. Classes, held for approximately one year, used a programed reading kit that emphasized phonics as a foundation for reading. Reading level was tested before and after the experiment. Post test scores were felt to show considerable increases in nearly all cases. It was noted that the reading classes had improved the students' ability to recognize Protective Vocabulary words which were taught in the regular classroom. Improvement in the childrens' self confidence was also noted. It was felt that assessment of children should be primarily in terms of learning attitudes rather than IQ, that children in schools for the retarded should be exposed to reading readiness programs, that the reading program should aim to introduce fundamental skills involving phonics, and that the teaching approach should be of a concrete nature and carefully programed so that the child can move with confidence from step to step. (CD)

## ABSTRACT 32240

EC 03 2240 ED N.A.
Publ. Date 70 278p.
Gunderson, Doris V., Comp.
**Language and Reading: An Interdisciplinary Approach.**
EDRS not available
Center for Applied Linguistics, 1717 Massachusetts Avenue, N. W., Washington, D. C. 20036 ($8.00).

Descriptors: exceptional child education; learning disabilities; reading difficulty; reading; reading skills; theories; language ability; basic reading; linguistics

Seventeen papers representing writings of various disciplines on the subject of reading problems are presented. In the first section are included papers concerned with language, the theory of reading, and the nature of the reading process, particularly in relation to beginning reading. Skills required for learning to read are analyzed, the linguistic organization of elementary reading textbooks is discussed, and some conditions for developing beginning reading materials for ghetto children are considered. The three papers of the second section deal with research: the direction in which reading research should go, a conceptual analysis of reading, and a research study on perceptual training and reading achievement in disadvantaged children. The third section contains several articles discussing such aspects of reading problems as factors contributing to reading disability (linguistic considerations, psychiatric and sociologic aspects, and peer-group status in urban ghettos), the confusing use of the term dyslexia, and the rarity of reading disability in Japan. The final article provides an overview of the state of the art of reading instruction in the United States. (KW)

## ABSTRACT 32311

EC 03 2311 ED N.A.
Publ. Date May 71 4p.
Nolan, Carson Y.
**Relative Legibility of Raised and Incised Tactual Figures.**
EDRS not available
Education of the Visually Handicapped; V3 N2 P33-6 May 1971

Descriptors: exceptional child research; visually handicapped; braille; tactual perception; blind; reading skills; reading speed

The validity of the assumption that legibility and figure quality of incised (indented) symbols are no different from the qualities for raised symbols was investigated. Sixty-nine braille readers in grades 4 through 12 were required to complete 14 tactual form discrimination items when the figures involved were reproduced in both raised and incised line form. It was noted that students made 7% more errors on the incised figures, and that a 38% increase in reading time was required. The conclusion drawn was that use of incised figures in tactual nonverbal displays (e.g., maps) seriously slows down the reading speed and should be avoided. (CD)

## ABSTRACT 32410

EC 03 2410 ED N.A.
Publ. Date 71 215p.
Horan, Mary; O'Donovan, Eleanor
**Teacher's Resource Book for Developing Children's Perceptual Skills in Reading.**
EDRS not available
Mediax, Inc., 21 Charles Street, Westport, Connecticut 06880.

Descriptors: instructional materials; teaching guides; resource guides; reading; reading skills; perceptual motor learning; teacher developed materials

The text is a resource book containing instructional sequences, sample lessons, and related activities for teaching perceptual skills in reading. Part one of the book serves as a supporting structure for the program, making use of what the children know and helping them organize information they already possess. Sections two and three concentrate on developing perceptual and thinking skills in reading. The program is designed to be adaptive to beginning readers, older children with reading problems, and children who have severe learning disabilities. The text is a supplement to Developing Children's Perceptual Skills in Reading (EC 031 340) by Dr. Lydia Duggins. (CD)

## ABSTRACT 32517

EC 03 2517 ED N.A.
Publ. Date 71 15p.
Trela, Thaddeus M., Comp.; Becker, George J., Comp.
**Case Studies in Reading: An Annotated Bibliography.**
EDRS not available
International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 ($0.75).

Descriptors: exceptional child education; learning disabilities; reading difficulty; annotated bibliographies; bibliographies; case studies; reading diagnosis; remedial reading

The annotated bibliography lists various collections of case studies which describe reading problems, diagnosis, and treatment techniques. Aspects of topics such as dyslexia, bibliotherapy, tutoring, operant conditioning, and motivation are covered in the listing which is organized into age levels of primary grades, intermediate grades, junior and senior high school, and college and adult. References are also provided for books presenting an overview of reading disabilities in various areas of causality and remediation. (RD)

## ABSTRACT 32526

EC 03 2526 ED N.A.
Publ. Date 71 117p.
Goodacre, Elizabeth J.
**Children and Learning to Read.**
EDRS not available
Humanities Press, Inc., 303 Park Avenue South, New York, New York 10010 ($3.00).

Descriptors: exceptional child education; reading; learning processes; cognitive development; reading difficulty; teaching methods; phonics; visual perception; auditory perception

In examining the process of learning to read, the author discusses learning theories in relation to the reading process and describes stages in cognitive growth and reading. Teaching methods including the alphabetic, phonic, word, and sentence methods are presented, and emphasis is placed on the importance of speech and language development in the learning process. The development and influence of visual and auditory perception are explored, and the needs of the individual student (particularly those with specific handicaps) are described. (RD)

## ABSTRACT 32562

EC 03 2562 ED N.A.
Publ. Date Jun 71 6p.
Wills, Martee
**Dovack's Machines Help Children Read.**
EDRS not available
American Education; V7 N5 P3-8 Jun 1971

Descriptors: exceptional child education; disadvantaged youth; remedial reading; remedial programs computer assisted instruction; programed instruction; reading difficulty; reading skills; Dovack

A computerized remedial reading program (DOVACK) is described. The program allows the child to draw upon his own experiences to provide a story base, and standard English pronunciation is inserted while maintaining the child's original word order. The computer stores a tabulation of the total number of words dictated by the student, tests him on the new words, and keeps track of all test scores. Modifications that have been made in the system over the two years of its existence are touched on. The improvement of student self image, better work habits, and attitudes toward reading are noted as resulting from use of the program. (CD)

## ABSTRACT 32623

EC 03 2623 ED N.A.
Publ. Date Apr 71 96p.
Farr, Roger, Comp.
**Measurement of Reading Achievement.**
Indiana University, Bloomington, ERIC Clearinghouse on Reading
EDRS not available
International Reading Association, Six Tyre Avenue, Newark, Delaware 19711.

Descriptors: reading diagnosis; reading ability; testing problems; annotated bibliographies; test validity; test reliability; measurement techniques; reading tests

The annotated bibliography, intended primarily for researchers and covering the years from 1950 to 1969, focuses upon problems and procedures involved in the assessment of reading ability. Six major categories of literature are covered. Part 1 lists literature on various factors affecting standardized reading test validity and reliability (organismic, test composition, and environmental influences). Part 2 covers validity and reliability problems of reading measurement by specific subskills and subareas. Studies and reports on different types of informal reading achievement measures are listed in Part 3, while Part 4 is concerned with multiple criteria use, post-test problems, and other problems of reading growth measurement. Literature dealing with school reading-testing programs is cited in Part 5. The final section is a bibliography on experimental and unique approaches to reading ability measurement. Research reports on the measurement and evaluation of reading materials, programs, and teachers are not included. (KW)

## ABSTRACT 32643

EC 03 2643 ED N.A.
Publ. Date Apr 68 21p.
Mullen, Marjorie, Ed.
**Reading Aids for the Handicapped.**
American Library Association, Chicago, Illinois
EDRS not available
Association of Hospital and Institution Libraries, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

Descriptors: exceptional child education; handicapped; instructional materials; resource guides; reading materials; large type materials

The document consists of a selective list of reading aids for the handicapped. Information on commercially manufactured equipment, sources of large type books, braille and tape recorded materials, and sources of materials that can be constructed easily are provided. Bibliographic references to the handicapped person and his needs are also listed. (CD)

## ABSTRACT 32667

EC 03 2667 ED N.A.
Publ. Date 70 140p.
Ekwall, Eldon E.
**Locating and Correcting Reading Difficulties.**
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.95).

Descriptors: exceptional child education; reading difficulty; reading skills; teaching methods; reading diagnosis; remedial reading

Designed to be of help to reading teachers in developmental, corrective, and remedial reading situations, the book offers concrete ideas and teaching techniques for teaching various reading abilities and for correcting reading difficulties. Treated separately are 27 reading or reading-related abilities. Each section contains an explanation of how to recognize when a student is experiencing difficulty with that ability, a discussion of information necessary for understanding or beginning to diagnose the problem, and recommendations for correcting weaknesses and strengthening that ability. Some sections also contain a list of games and exercises useful for correcting difficulties experienced in that particular area. (KW)

## ABSTRACT 32668

EC 03 2668 ED N.A.
Publ. Date 70 117p.
Hall, Mary Ann
**Teaching Reading as a Language Experience.**
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: reading; language arts; basic reading; teaching methods; reading skills; writing skills

The language experience approach to reading instruction is described and instructional practices for implementing the teaching of reading in this framework are identified. The book is not intended as a collection of practices for teaching, however; practical ideas for teaching are presented only as illustrations of the philosophy and approach in action. The book is primarily a description of the theoretical base of the language experience approach, its relationship to the total elementary reading and language curriculum, and the implementation of the theory in a classroom setting. The chapters dealing with implementation of the language experience approach discuss experience stories, creative writing, vocabulary development, literature experiences, and the teaching of specific prereading and reading skills. An effective setting for this approach is described in the final chapter. (KW)

## ABSTRACT 32762

EC 03 2762 ED 052 580
Publ. Date 71 203p.
**Resource Aid of Selected Materials for Remediation of Learning Disorders.**
Boston University, Massachusetts, New England Materials for Instruction Center
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
Boston University Bookstore, Special

Services Desk, 775 Commonwealth Avenue, Boston, Massachusetts 02215 ($4.00).

Descriptors: exceptional child education; learning disabilities; instructional materials; resource guides; remedial instruction; mathematics; diagnostic tests; reading materials; reading difficulty

The resource guide helps formulate diagnostic profiles for children with specific learning disabilities, analyzes subtests of well-known batteries, and classifies materials to match areas of strength and weakness in learning. An adaptation of the Osgood model is used to identify and order the component abilities in learning. These component abilities are related to the curriculum areas of language arts and mathematics. In the Perceptual-Motor Chart, constituting Part 1, there are four columns: the first identifies and orders the component abilities in the learning process, the second suggests particular tests or subtests to indicate the strength or weakness of that particular function, the third suggests remedial instructional materials, and the fourth column is left vacant for teacher's evaluation of the success of the diagnostic prescription. Curruculum areas of reading, spelling, handwriting, and mathematics are represented in the chart. Part 2 presents bibliographic, price, content, and purpose information for the alphabetically listed tests and remedial instructional materials. Part 3, in addition to giving bibliographic information on available mathematics materials, contains analyses of mathematics skill areas and concepts to promote better understanding of the rationale of the instructional materials. (KW)

## ABSTRACT 32808

EC 03 2808 ED N.A.
Publ. Date 71 182p.
Tinker, Miles A.
**Preparing Your Child for Reading.**
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 100017 ($5.95).

Descriptors: parent role; reading readiness; reading; preschool children; perceptual development; vocabulary development; language development

Written to help parents prepare their children for reading, the text concerns preschool experiences that are basic to learning to read. Emphasis is placed on maintaining a good parent-child relationship and on turning everyday chores into learning experiences. Topics discussed are: attitudes and emotions, looking ahead to reading, informal evaluation of the child's capabilities, everyday experiences in the home and experiences outside the home, the role of language facility, learning listening, perception, physical development and maturation, book experience, the 5 and 6-year-old, and reading in the kindergarten. The involvement of the teacher with the parent and child in the educational process and some general conclusions are examined. Appendixes list books to read together and materials or equipment to be utilized. (RJ)

## ABSTRACT 32994

EC 03 2994 ED N.A.
Publ. Date 70 33p.
Greer, Colin
**The Principal as Educator.**
Center for Urban Education, New York, New York
Office of Education (DHEW), Washington, D.C.
EDRS not available
Center for Urban Education, 105 Madison Avenue, New York, New York 10016 ($1.50).

Descriptors: exceptional child education; disadvantaged youth; elementary school students; elementary education; reading; educational philosophy; motivation; principals

The John H. Finley Elementary School in central Harlem, officially known as PS 129, is discussed in light of its educational success with inner-city children (good standardized achievement scores), based on the philosophy that love is the mainspring from which academic success and social progress spring forth. The pamphlet focuses on the efforts of the school's principal, Mrs. Martha Froelich, whose administrative duties are secondary to her duties as head teacher. A reading program initiated by her in 1962 is the instructional leverage for the school's organization and is discussed at length. Several reading work charts are pictured. Mrs. Froelich extends her emphasis on the fun and importance of learning to parents, recognizing connections among school, home, and classroom. Parents are requested to spend time daily with their children to encourage and help their homework activities. (CB)

## ABSTRACT 33015

EC 03 3015 ED N.A.
Publ. Date 71 171p.
Daniels, Steven
**How 2 Gerbils, 20 Goldfish, 200 Games, 2000 Books and I Taught Them How to Read.**
EDRS not available
Westminster Press, Witherspoon Building, Juniper And Walnut Streets, Philadelphia, Pennsylvania 19107 ($4.95).

Descriptors: exceptional child research; disadvantaged youth; reading skills; motivation techniques; reading ability; program descriptions; social development; teaching methods; reading; junior high school students

Presented in sincere, humorous language is Steven Daniels' pleasure and reward approach to reading used successfully in a Philadelphia inner city eighth grade classroom. Originally an eighth grade history teacher, Mr. Daniels felt that to use the course material would be futile when only three students could read on an eighth grade level. He therefore decided to teach reading itself, a procedure complicated by the pupils' lack of discipline and responsibility. After explaining how discipline can be acquired and maintained, Mr. Daniels' innovative reading program was explained to include caring for animals in the classroom, playing all kinds of games, and reading many books on six varying difficulty levels. Taking care of animals and playing games served as motivation for the desire to read by posing situations that called for reading on the subject, and taught responsibility as a by-product. Demonstrated teacher concern, parental involvement in the children's progress, the six-level reading program, games, and animals did increase the children's reading abilities. Testing results indicated that the children's progress rate was 30% higher than the national average for the 1969-1970 school year. (CB)

## ABSTRACT 33065

EC 03 3065 ED N.A.
Publ. Date 71 9p.
Peck, Bruce B.
**Reading Disorders: Have We Overlooked Something?**
EDRS not available
Journal of School Psychology; V9 N2 P182-90 1971

Descriptors: exceptional child education; learning difficulties; reading difficulty; family (sociological unit); parent child relationship; family influence; family problems; family counseling

The article states that family dynamics are an important, overlooked element in a child's reading problem. Limited empirical and clinical-experiential studies support the view that a reading disorder indicates that relationships within the family are upset and that it contributes to the stability of the family system. Family treatment attempts indicate that reading-problem families avoid change by extruding the helping person through devious maneuvers. The helping staff, in turn, counterattacks with equally undercutting techniques. The resulting impasse probably prevents change and growth in every one concerned. The types of people and communication atmosphere often found in these families are considered. Suggestions are made for working with reading-problem and other problem families within the school context. (Author)

## ABSTRACT 33078

EC 03 3078 ED N.A.
Publ. Date Mar 71 4p.
**Free Talking Book Services for Children and Adults with Learning Disabilities that Prevent Reading Print.**
Association for Children With Learning Disabilities, Pittsburgh, Pennsylvania
EDRS not available
Association for Children With Learning Disabilities, 2200 Brownsville Road, Pittsburgh, Pennsylvania 15210.

Descriptors: exceptional child services; visually handicapped; physically handicapped; learning disabilities; adults; reading materials; talking books; Library of Congress

Briefly outlined are free talking book services for children and adults with

learning disabilities that prevent reading print, provided by the Division for the Blind and Physically Handicapped at the Library of Congress. Covered are eligibility, variety of talking book services, listening materials available, talking book machines for school use, educational importance of talking book services, and role of professionals in promoting talking book availability. The variety of talking book services includes records, cassettes, tapes, special phonographs, cassette recorder, earphones, variable speed attachments, and remote control units. (CB)

## ABSTRACT 33112

EC 03 3112 ED N.A.
Publ. Date Jun 71 13p.
Umsted, Richard G.
**Improvement of Braille Reading Through Code Recognition Training: Review of the Literature and Bibliography.**
EDRS not available
Research Bulletin; N23 P50-62 Jun 1971

Descriptors: research reviews (publications); visually handicapped; reading; braille; teaching methods; reading comprehension; reading skills

A short review of braille reading mechanics focuses on code recognition training. Discussion of braille legibility includes number of dots, position of dots, and presence or absence of contractions and their orthography within words. Incidence of characters and contractions is said to influence amount of space used in braille literature and the ability to read and write braille. Examination of braille reading instruction reveals that few evaluation studies have been conducted, and that educators have tended to approach braille reading in parallel terminology with that of print reading. Braille reading instruction in America, based on a 1928 survey, can involve letter method, letterword method, or word method. The author's discussion of errors in braille reading centers on a 1960 study by Ashcroft, who reports eight types of errors. Also included in the review are sections on training to increase braille reading speed and accuracy, and braille reading and braille tests. The author concludes by advocating more relevant research on braille reading and instruction. (CB)

## ABSTRACT 33170

EC 03 3170 ED N.A.
Publ. Date 71 7p.
Knight, John J.
**Teacher Produced Slides Aid Reading for Low Vision Children.**
EDRS not available
Teaching Exceptional Children; V3 N4 P202-8 Sum 1971

Descriptors: exceptional child education; partially sighted; audiovisual aids; slides; reading; visually handicapped; teacher developed materials

Suggested is the use of a 35mm slide projector and teacher produced 35mm slides to meet the specific needs of low vision children in a standard reading program. The slide technique is recommended because it can present words in almost any size needed and because it minimizes laborious and time consuming linear scanning movements by the student. A reflection box teamed with an automatic slide projector can become an automatic programed teaching machine. Coordination with a tape recorder is also suggested. Illustrated instructions for slide preparation by the teacher are given. (KW)

## ABSTRACT 33208

EC 03 3208 ED N.A.
Publ. Date 71 122p.
Duggins, Lydia A.
**Developing Children's Perceptual Skills in Reading.**
EDRS not available
Mediax, Inc., 21 Charles Street, Westport, Connecticut 06880 ($9.00).

Descriptors: reading; educational methods; reading skills; perceptual motor coordination; speech skills; auditory perception

The perceptually oriented approach to reading is shown to be based upon children's speech and auditory perception, and to relate children's experiences in sorting and manipulating functions of speech to reading development. A brief contrast of the traditional reading approach with the perceptually oriented approach emphasizes the body experiences used in the latter; body imagery and experience are used to develop left-right orientation, letter names, vowels, and consonants. Eleven skills comprise the reading method: knowing letter names, knowing long vowel sounds, identifying long vowels heard in words, hearing the number of sounds in words containing long vowels, associating long vowel sounds with consonants, knowing where short vowel sounds are in words, identifying short vowels heard in words, hearing the number of sounds in words containing short vowels, associating short vowel sounds with consonants, learning about word syllables, and using context clues to determine word meaning. Also discussed are teacher support, helping parents to enjoy having a reader in the family, and an on-going perceptual program for junior-senior high school. (CB)

## ABSTRACT 33215

EC 03 3215 ED 054 566
Publ. Date 71 20p.
Buckholdt, David and Others
**Effect of Contingent Reinforcement on Reading Performance with Primary Special Education Children.**
EDRS mf,hc
Paper Presented at the American Educational Research Association Convention (New York, New York, February, 1971)

Descriptors: exceptional child research; educable mentally handicapped; slow learners; positive reinforcement; reading speed; reading difficulty; behavior change; mentally handicapped

A positive reinforcement system was designed to see if reinforcement procedures, proven effective in modifying a wide range of disruptive classroom behaviors, would be effective for children who are not particularly disruptive but who work so slowly and ponderously that they fail to make satisfactory academic progress. Subjects were five such slow learners, ages 7-9 years, who, because of measured IQs of 65-80, were in a special remedial class. Reading, using the Sullivan Programed Reading Series, was selected as the remedial experimental task. An ABAB reversal design was used to test effectiveness of reinforcement system in accelerating rate of working in the readers, defined as number of correct responses per day. In A or baseline conditions, students worked on programed reading frames without extrinsic reinforcement, while in B conditions individual reinforcement contingencies were set (points exchangeable for store items). It was found that number of correct responses per daily 20-minute period was accelerated over baseline while accuracy remained high in condition B. When performance contingencies were withdrawn, performance deteriorated, but recovered when contingencies were reinstated. (KW)

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